

Activity 18 - Multiple What?

Grades: K - 5

Instructional Materials

- computer with Internet access
- one coat hanger per student
- small squares of paper, 3" x 3"
- string or yarn
- copies of Attachment 20

Introduction

Ask students to name one thing at which they excel.

A. List the responses on the board and discuss what type of knowledge a person needs to excel at that particular activity.

B. Explain that there are nine multiple intelligences: visual /spatial, verbal/linguistic, mathematical/logical, bodily/kinesthetic, musical/rhythmic, intrapersonal, interpersonal, naturalist and existentialist. See Attachment 19 for an explanation of each intelligence.

C. Help students match the activity they are good at with the intelligence the activity describes.

D. Visit the following Web site and allow students to take the Multiple Intelligences Inventory. As always, please preview all sites before allowing student access.

<http://surfaquarium.com/MI/inventory.htm>

E. Have students complete and score the inventory.

F. Have students create a mobile of their intelligences. Make sure their name and/or photo is at the top of the mobile. Hang mobiles in the room for the next activity.

Assessment

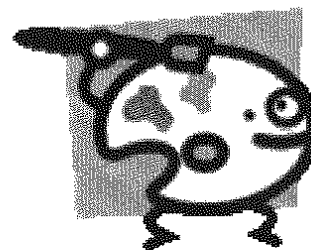
Use the rubric on Attachment 20 to evaluate mobiles.

Enduring Understanding

A person who chooses a career based on his or her intelligences may be more productive and satisfied in his or her career.

Guiding Question

What multiple intelligences do you have?



Visual/Spatial- Children who learn best visually and organize things spatially are considered visual/spatial. These children like to see what you are talking about. They enjoy charts, graphs, maps, tables, illustrations, art, puzzles and costumes.

Verbal/Linguistic- Children who are strong in speaking, writing, reading and listening are considered verbal/linguistic. They tend to be successful in the traditional classroom.

Mathematical/Logical- Children who have an aptitude for numbers and problem solving are considered mathematical/logical. These children also do well in a traditional classroom.

Bodily/Kinesthetic- Children who are considered bodily/kinesthetic learn best through activities like games, movement, hands-on and building. These children are often seen as overly active in the traditional classroom where they must sit still.

Musical/Rhythmic- Children who learn better through songs, patterns, rhythms, instruments and musical expression are considered musical/rhythmic.

Intrapersonal- Children considered to have intrapersonal intelligence are in touch with their own feelings, values and ideas. They often appear reserved but are quite intuitive.

Interpersonal- Children considered to have interpersonal intelligence are outgoing, work well in cooperative teams or with a partner. These children are generally talkative and social.

Naturalist- Children with naturalist intelligence love the outdoors, animals and field trips. These children pick up the subtle differences in meanings.

Existentialist- An existentialist child learns in the context of how they fit in the big picture of existence. These children are more philosophical.

Name _____ Score _____ /18

Content Standard	Standard	Student Assessment	Facilitator Assessment
My name and photo is at the top of the mobile.	3		
The mobile displays my multiple intelligences with pictures.	3		
The mobile displays my multiple intelligences with words.	3		
Skill Standard			
Mobile is constructed well and is suitable for hanging in the classroom.	3		
Spelling on the mobile is correct.	3		
Pictures are large enough to see with the mobiles hanging and are in color.	3		

- 4= Exceeds standard
 3= Meets standard
 2= Nearing standard
 1= Below standard